

PROSSER CREEK CHARTER SCHOOL

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Page 14 is the Organizational Chart from the Business and Organizational Management Capacity of the School.

**PROSSER CREEK CHARTER SCHOOL – APPROVAL PENDING CDE 6/1/98
THE TAHOE-TRUCKEE UNIFIED SCHOOL DISTRICT CDS # 3166944**

ABSTRACT OF THE PROPOSAL – IMPLEMENTATION GRANT

The Prosser Creek Charter School is a new, multiple site K-12 program, opening with 350 students with plans to increase to up to 750 over three years. The educational environments include site-based multi-age classes, distance learning, mentorships, apprenticeships, community service, educational travel, and independent study.

Prosser Creek Charter School's **Primary Goals** are:

To expand the educational options for students and parents and to develop a model of excellence in education which can also be replicated in site-based schools.

Main Features:

- Collaborative teaching and learning environment
- Teaching to multiple intelligences and higher order thinking
- Developmentally appropriate curriculum
- Student and educator profiles identifying learning styles, abilities and aptitudes
- Personal Educational Plans tied in with California State Standards
- Parental responsibility for student's education with credentialed teacher oversight
- Partnership between the students, school and surrounding community
- Utilization of a research based professional development program
- Development of research based assessments
- Comprehensive training in the use of technology
- Community service emphasis
- Enrichment in visual and performing arts

Prosser Creek Charter School (PCCS) believes that the educator's role is critical. Expanded roles, ongoing professional development, and increased opportunities to form collaborative teams are all essential to teaching for the 21st century. The work environment and the social challenges of the world for which our students must be prepared for are constantly changing. Educators must be on the cutting edge of knowledge about learning, technology and career possibilities. PCCS is committed to preparing each student for earning a meaningful living and being a positively contributing member of society.

Our Request for Funding: \$150,000

THE PROSSER CREEK CHARTER SCHOOL – MISSION

The Prosser Creek Charter School is in partnership with the community, educators and parents to create a personalized education plan for K-12 grade students based on the students' learning styles, developmental stages, intelligences and goals. The California state standards are utilized as a tool by which to measure the student's acquisition of the skills necessary to be a successful citizen of the twenty first century. Students and their families, in cooperation with an education coordinator, determine the means by which the child acquires and demonstrates understanding of these standards. The educational environment includes site-based classes, small school cooperatives, home-based instruction, distance learning, community service projects, portfolios, exhibitions, apprenticeships/mentorships, and traditional testing methods.

I. The Charter School's Educational Vision

A. Baseline Information About the School:

The Prosser Creek Charter School is part of the Tahoe Truckee Unified School District, a rural community located in the Sierra Mountains. PCCS will provide learning opportunities to kindergarten through twelfth grade students and their parents through distance learning, mentorships and apprenticeships, site-based classes, home-based instruction, community service, and educational travel. PCCS will open with 350 students with a capacity to increase to 750 students over three years .

B. Educational Vision:

PCCS believes that students learn best when they receive information in a way that is compatible with their individualized learning styles and that when teachers know their own learning style they can modify how they teach to better meet the needs of students. An ideal educational environment is one in which the student can enjoy learning and experience success in all disciplines. PCCS empowers parents, students and educators to work as a team to explore the styles, developmental levels and genius of every student. Each child acquires knowledge differently, and expresses this understanding in diverse ways. The myriad of assessment tools available allows the student with PCCS to convey that they have attained mastery of material in a way that is meaningful to the student as well as educators. Every child is unique and attains skills at a rate that is commensurate with their learning styles and abilities. A student will be allowed to move at their own pace, accelerating in areas of strength and receiving remediation when necessary. Challenging and appropriate goals will be set and performance assessed.

PCCS will utilize The Performance Learning Systems inc. Learning Style Inventories and teacher training model, Howard Gardener's theory of multiple intelligences, the California State Standards of Knowledge, Personal Educational Plans, technology and offer a diverse range of learning environments and assessment tools. Performance Learning Systems is a research-based teacher

and staff professional development and training program

PCCS will prepare students for earning a living and being a productive contributing member of society who possess:

- 1.) Knowledge of and ability to demonstrate solid skills in reading, writing and speaking.
- 2.) A core of knowledge which includes cultural, mathematical and scientific literacy.
- 3.) An understanding of technology and its uses (e.g. computers, modems, internet software, etc...)
- 4.) The ability to be a life-long, self directed, independent learner.
- 5.) The ability to think logically, make informed evaluations, and problem solve.
- 6.) The ability to appreciate, enjoy and respect the visual and performing arts.
- 7.) A global perspective; an understanding of the world around him/her and his/her role in it.
- 8.) The ability to develop an understanding of self, others, the workings of the human mind and body.
- 9.) A social conscience, understanding the interconnectedness of all.
- 10.) An understanding of relationships and the political process.
- 11.) The ability to form and maintain relationships using well developed communication skills.

Summary:

PCCS works with families and the communities in which they live, to create a student-centered learning environment and to offer these young people, who will create the future, the most personalized and appropriate educational program available. Parents play an integral role in developing their child's Personal Education Plan (PEP). The PEP is designed to meet the individual learning styles and ability level of each student. Because a personal plan is developed for each student, and as a result of the different educational environments which are offered, PCCS can meet the educational needs of many students of various performance levels. It is a requirement of admission that parents take responsibility as the primary educator and students work independently when it is required of them.

Parents in the Tahoe Truckee Unified School District (TTUSD) have limited educational options for their children within the community. A college preparatory 6th- 12th grade private school serves approximately 65 local students and has a \$10,000 + price tag attached to it. As there are minimal professional jobs in the area, few locals can afford this option. The only other opportunities within a 50 mile radius are a few sectarian programs that serve lower grade levels.

As a result of the migration of many San Francisco and Sacramento area families to this pristine area, many of the public schools are now operating at 110%-135% of capacity. With the recent rejection of a school bond to build a new school, there is a strong need for alternatives. Although the district currently offers continuation and home school programs, the curriculum is still mandated by the district and does not allow for learning style differences or individual growth and development. PCCS is fortunate to have a 4,600 square foot building located on 12 acres with five classrooms, a multi purpose room and elaborate lab facilities already on campus. The facilities

are a result of a collaboration with the Cedar Smoke School and Environmental Education Center

which no longer operates as a day school. PCCS intends to offer many small group classes for all grade levels. Whereas students in the traditional school district are facing classes with as many as 34 students above the fourth grade level, PCCS classes will be limited to 12 students on the average. TTUSD is surrounded by similar rural communities that will also benefit from the diverse educational environments offered by PCCS.

II. The Organizational Structure

A. Educational Capacity of the School:

PCCS's K-12 program reflects students developmental and intellectual growth and ability. The school will refer to these divisions as, Primary (traditionally K-2), Elementary, (traditionally grades 3,4,5) Middle (traditionally grades 6,7,8) and Secondary (grades 9-12).

A PCCS student will take the SAT 9 base-line achievement test on admission and annually to monitor progress. They will undergo a combination of hands-on, take-home assessments and a personal interview to determine their individual learning styles and developmental stage. The tests which PCCS currently plans to utilize are the Performance Learning Style Inventories as developed by Performance Learning Systems, inc., and an assessment which utilizes Howard Gardeners theory of multiple intelligences. Based on the outcomes of these tools, an Administrator and the Educational Coordinator assigned to the family will work with parents to develop a yearly Personal Educational Plan (PEP). The PEP will be evaluated twice a year, and when necessary. The plan will define measurable student outcomes, community service projects, the educational environment, (distance learning, home-based instruction, vocational training, apprenticeships, mentorships, desired site-based courses) and the options for assessment. Each PEP will establish appropriate benchmarks, tied to the State Standards and the school-wide benchmarks.

Learning Records will form part of the student's PEP. These learning records stipulate the measurable standards that each child is striving to attain and tracks the student's mastery of the standards. PCCS will utilize the recently developed CA State Standards as a guideline for these objectives in each core area. A child will move through the outcomes at a pace congruent to their needs and developmental ability. As a standard is achieved, the Educational Coordinator will determine, and cite on the learning record, the standard which was met, the means by which the standard was assessed (e.g. portfolio, exhibition, demonstration, mentor/apprentice evaluation, traditional written or standardized test), and the date it was accomplished. The actual assessment tool, or evaluation form then becomes a part of the student's permanent file.

In addition to monitoring student progress, an Educational Coordinator (EC) assists the parents and student in determining the appropriate curriculum choices and ordering the necessary resources. An EC will work closely with the Curriculum Coordinators for each grade levels in

determining the materials and resources necessary. The amount of support required by an EC will vary depending on the student, parents, and educational environment chosen. (e.g. distance learning, home-based site-based classes, etc.)

While a student is in the primary and elementary programs, PCCS recommends that the student meet the standards set by the State Commission. As a student enters the middle and high school programs, testing, evaluations and performance help to determine the specific program that each student will follow. PCCS encourages all students to reach their fullest potential and to acquire the skills necessary to be a well-informed and positively contributing citizen in the twenty-first century.

PCCS recognizes that students have differing needs and goals and offers three types of diplomas. The student's curriculum, standards and educational environments will reflect the student's choice. The first is a Proficiency Diploma. Students who chose this curriculum are those who may struggle with college preparatory academics or who find themselves in a social environment that prohibits them from pursuing higher education. The second is a vocational /career oriented diploma. PCCS is also designing a unique Resort Industry program for high school students who wish to enter this profession. This program focuses on the skills necessary to work in the resort industry and will be developed in conjunction with community and business leaders, the Celebrations School District in Orlando, Florida, and the many resorts in the Tahoe area. It is a goal of PCCS to develop a Career Readiness Assessment, similar to the Myers Briggs and unique to the high school student who chooses a vocational path. The third option is a College Preparatory Diploma. The requirements for this program will meet, and often time exceed, the University of California A-F requirements by offering advanced curriculum and Advanced Placement classes. PCCS is also in the process of adopting the International Baccalaureate program which we hope to accomplish within the next three years.

PCCS will develop a comprehensive on-line electronic profile ("Profolio") which will allow parents to review their child's learning records which includes State Standards attainment, standardized test results, portfolio evaluations and all assessments via the PCCS web site. Each parent will have their own access code so that a child's information is kept confidential. This system will also allow a parent to determine their financial accounts, as well as which courses are being offered and how to enroll in upcoming classes. In creating and customizing this operations system, PCCS is giving parents a means to review and their student's progress.

PCCS is exploring many options for our distance learning component. Many on-line curriculums, such as PLATO, offer students flexible yet challenging courses. Students may take distance learning courses while also participating in other PCCS educational programs.

The implementation of the Personal Education Plan (PEP) relies strongly on the teacher's (the EC's) understanding of the learning styles and the specific testing and curriculum options. This demands a high level of professional development. Performance Learning Systems, inc's comprehensive program meets the mission and goals of PCCS. PLS began designing educational

programs in 1971. They have built the largest consortium in teacher education with the sponsorship of 34 states and provincial teacher organizations and over 100 colleges. Sixteen thousand teachers were trained by PLS in 1995 and 353,000 since 1971. These professional development workshops and courses include:

I. Discover Your Student's Learning Styles:

Most inventories address only one area of learning styles. The PLS Student Learning Styles Inventory covers three at once:

- Sensory preferences – kinesthetic, tactual, auditory, and visual (KTAV)
- Data and organization preferences – abstract, concrete, sequential, global (GASC)
- Keirsey-Bates temperament types (Myers-Briggs)

II. Teaching for Powerful Learning

- a. Learning Modalities
- b. Teaching for the Left Brain and the Right Brain
- c. Creativity, Imagination, Visualization
- d. Improving Parent-Teacher Relations
- e. Teaching for Concept Formation

III. Verbal Skills for Effective Leadership

IV. The Use of the Results of the PLS Learning Styles Inventory

PLS Graduate Level Courses Include:

Teaching Through Learning Channels trains teachers to use brain compatible strategies that reach students' natural learning channels. Teachers also learn the importance of and how to develop a compelling "why" for what is being taught. They will learn techniques to expand students' short and long-term memory.

Purposeful Learning through Multiple Intelligences enlightens educators on the research of Howard Gardener on intelligence and then teaches them how to implement many applications of the multiple intelligences information in the classroom.

In addition to the PLS program, PCCS teachers and staff and parents will need specific training in the understanding and implementation of Bloom's taxonomy. As the State Standards are now

being linked to Bloom's it will be crucial for the ECs to educate parents on the standards-based accountability system AND to help them make the connection to their individual child and the child's performance.

B. Business and Organizational Management Capacity of the School

A comprehensive design for effective school functioning which supports educational vision:

The monies from the requested grant will allow the school to implement the necessary programs in order to realize our mission. It is the goal of the Prosser Creek Charter School to create an effective system that other schools will be able to utilize. The beauty of the organization that we are developing is the interconnectedness of the pieces and the means by which the data is gathered and can be analyzed. If we educators desire to continue to develop innovative programs and schools, there must be a practical means of accountability and measurement; assessment is a means to an end. The assessments we wish to employ will not only evaluate performance based outcomes, but will also help each student have a better understanding of theme selves and in turn, their educational goals. If a student is shown that they have intelligences that are valid and productive, they can be empowered to reach their fullest potential in a way that is meaningful to them. Rather than seeing education as a frustration and demeaning, we produce confident leaders that enjoy learning and who have developed the skills to be successful citizens of the twenty first century.

The professional training that the grant will also be used for will allow PCCS to develop skills-based training to enable, not only professional educators but parents as well, to provide effective, quality instruction. The PLS program will also help us apply the differences that we know exist in each person's learning styles and brain functions to the curriculum and teaching of every student. This will allow us to develop meaningful and multifaceted learning opportunities for each student.

PCCS's "Profolio" system keeps track of all student records, testing, assessment, and record of attainment of state standards. It will be customized to meet the school's goals and vision and to allow the system to be utilized by students on-line and keep track of classes being held. The system will provide and analyze a database of student performance. The accounting system for the school will be customized to track resource purchasing and tie this to student records and resource room inventory.

A comprehensive budget that demonstrates the fiscal viability of the school:

Attached Appendix F1-Projected 1998/98 Annual Budget

F2 – 1998/98 Cash Flow Projections

and F3 – Implementation Grant Expenses

A governance and management structure which includes responsibilities:

Attached Addendum #1

Location of and plans for the maintenance of school facilities:

The main school site and offices of PCCS will be located at 12640 Union Mills Road in Truckee.

Through a collaborative effort with The Cedar Smoke School and Environmental Educational Center, a 4,600 square foot newly constructed facility located on 12 acres with five classrooms and a multi purpose room and elaborate lab facilities already on campus has been provided for PCCS. A second facility, which will serve as a resource center/library is currently being negotiated and a third building in town has been made available free of charge if additional space is needed. Under the cooperative arrangement, all building maintenance will be performed by PCCS while repairs, expansion and improvements will be provided by CSSEEC.

Administrative staff and consultant

Marion Shill – Communication seminar leader, Executive Director of New England Salem Children’s home and school for 10 years, special education program developer, fund raiser, Recipient of Governor Sununu’s ward for services to youth.

Gail Alderson – Executive Director of Cedar Smoke School and Environmental Education Center, past member of TTUSD school board, Rotarian, fund raiser, teacher. Credentialed

Jayna Gasekll – Director of Admissions and Academics at Squaw Valley Academy for five years, Executive Director of Education Avenues consulting firm, experience in marketing and public relations, teacher. Credentialed

Keith Alpaugh – Consultant to PCCS, Program Director for Horizon Instructional Systems Charter School, 5 years, Business Manager for New England Salem Children’s Trust – 3 years; CFO Doty Scientific. Credentialed

C. Collaboration and Networking Strategies

Areas of collaboration within the school and involvement with parents and community:

PCCS includes parental involvement at every level of the program. As stated in the charter as a

condition of admission, parents agree to be the primary educator of their child. The freedom and options this type of program offers parents requires that parents have a strong stake in the education of their child. In return for this commitment, parents receive support to teach their children in a way that they believe their children learn best. The Educational Coordinator's position allows the parents to make informed decisions in choosing resources and curriculum. PCCS provides a safe and comfortable environment for their children. PCCS, parents have greater choice; A choice of school, curriculum, instruction, teachers, classes, school calendar, and an individualized high school program that caters to a student's life long goals.

Innovative and comprehensive technology that the Prosser Creek Charter School will utilize will be available to other district students offering many unique on-line tools that PCCS students and parents regularly access. District students and teachers will have access to the PCCS "Profolio" system allowing testing and assessment assistance for all district students. The PCCS on-line librarian will also be available to assist district students in research and academic projects. Internet access will be made available free of charge to district students through PCCS creating additional educational options for those previously unable to afford the service

PCCS has a unique opportunity to collaborate with the Truckee Parks and Recreation Department to create a technologically enhanced teen center. The Parks and Recreation Center recently acquired a large old-town home with many rooms. It has been relocated next to the high school and middle school. It is the intention of PCCS to create a Cyber Cafe at the teen center where students will be able to do research utilizing the computers and software. During the day, (when the center was intended to be closed) the lab will be used for PCCS classes and instruction which will be open to district students. This will ensure that students who can not afford a computer will have access to the most current technology and training.

Collective knowledge and experience of partnerships:

PCCS and the Tahoe Truckee Unified School District has also agreed that students may take classes at one another's school sites on a space available basis. This will allow district students to take courses with PCCS that are either not offered or are at capacity at their school. PCCS students will also be able to benefit from the strong performing arts departments within our district, allowing PCCS students to participate in the musical and dramatic arts programs. At the writing of this document, PCCS is researching the possibility of shared athletic resources.

The unique Resort Industry Program will be the culmination of efforts of PCCS administrators and many community leaders. PCCS will work with these professionals in developing a curriculum that will develop exemplary candidates for this field. Collectively, the school, the student and the individual organization involved, will establish the requirements and guidelines for mentorship and internship opportunities.

Classes at a number of post secondary educational institutions are available to our students. Truckee Meadows Community College and Sierra College both offer extension classes in our area. In addition, the Lake Tahoe Community College is within an hour drive of the PCCS campus.

The PCCS main campus is on the site of a private school which no longer operates as a day school. It still exists as a 501 C-3 organization called the Cedar Smoke School and Environmental Education Center. PCCS is currently forming a partnership with Cedar Smoke to develop week or two week long courses for students from around the country to take mini-mesters in the Lake Tahoe area. Rock Climbing, Back Country Skiing and Survival, and Environmental Studies are courses which may be offered for credit. This partnership has the potential to give birth to an

Educational Center for distance and home based learning students.

In addition to the technology staff that PCCS will employ, High Sierra Technology, a local computer-consulting agency is available to assist the school in up-keep and maintenance of the computer systems. H. Keith Alpaugh, administrator of Horizons will provide consultancy and technical support.

D. Overall Program Evaluation

A comprehensive assessment program:

As mentioned throughout the program description, assessment is the key to successful implementation of the charter. Although the philosophy of PCCS is to allow choice and options in curriculum and assessment, accountability is essential to the continuation and success of programs like ours. Our charter states that students must perform as well as or better than the state average and we recognize that assessments must be done in order to measure this. The “Profolio” system will keep track of this.

Outline of measurements used to evaluate success of charter program:

In addition to the required SAT-9 testing, and until the state develops their standards assessment, PCCS seeks to implement a progress-measuring, results-based assessment. One option is EDUTEST. EDUTEST can be taken at the beginning of each school year and then possibly again at the end, the results of which will measure growth in each core area. EDUTEST is currently tied to the CA State Standards. A student can take this test and have it scored via the internet. These scores will become a part of each child’s profile. An item analysis can be done to determine in which specific core areas the student’s weaknesses and strengths. The subsequent year’s Personal Educational Plan can then reflect the results of this analysis. The baseline and subsequent follow-up standardized test helps to chart growth and the success of the chosen curriculum and programs. This will serve as a measure of the individual student plans and curriculum choices and implementation.

Each year, during years one through four, Prosser Creek Charter School will conduct an internal program evaluation to determine the effectiveness of all aspects of the program. During year five,

and independent evaluator will be contracted to examine all aspects of the program's effectiveness. The Executive Director will make the resulting reports available to the Advisory Council and the sponsoring District.

The evaluation will involve both qualitative and quantitative analysis. The quantitative aspect of the evaluation will involve but not be limited to: the collection of student baseline data, educational services rendered to Prosser Creek Charter School students, enrollment, attendance, and academic records of Prosser Creek School students. The qualitative component will consist of structures and unstructured interviews and questionnaires with Prosser Creek Charter School staff, directors, students and community members. The school as a whole will use these evaluations as a means of assessing the overall program's strength and weaknesses.

The Executive Director of Prosser Creek Charter School shall make annual presentations to the Advisory Council and the District Board on the results of the evaluations which will assess all aspects of the Charter including, but not limited to: Program content, management, budget and future plans. This assessment may be accomplished by, but is not limited to: Analyzing the charter parent/student evaluation, discussing the charter school with the charter staff, and evaluating measurable student growth.

PCCS will obtain, and bear the cost, of an annual audit by an independent Certified Public Accountant. A fiscal reconciliation plus or minus will come within 90 days after the close of the District fiscal year. The review and all ancillary reports will be presented at regularly scheduled Advisory Council meetings. Both the audit and the Board review will be considered public information, excepting confidential personnel information.

111. Description of Grant Project Goals and Activities:

A. Identification of Program Needs and Alignment:

Parents, teachers and students of PCCS are invested in purchasing and having the "Profolio" operations system of technology available to them and the school to provide accounting systems, distance learning, testing, assessment, learning records and curriculum as designed in our school program. They are also in full support of utilizing the PLS training, and the hiring of a consultant to oversee implementation of accounting and distance learning systems.

B. Justification for Support to Fulfill Identified Needs:

Educational Vision and objectives: The grant funds will be used to:

1. Purchase the operational "Profolio" system that keeps track of all student records, testing,

assessment, and record of attainment of state standards. It will be customized to meet the school's goals and vision and to allow the system to be utilized by students on-line and keep track of classes being held. The system will provide and analyze a data base of student performance.

2. The funds will provide critical training for staff, teachers, and students on operation of the system..
3. The funds will provide PLS research-based teacher and staff high quality professional training

Business and Organizational Management Capacity of the School: The grant funds will be used to purchase the accounting system for the school. It will be customized to track resource purchasing and tie this to student records and resource room inventory.

The Networking and Collaboration Capacity: ties in to, and is contingent upon the activities necessary for the educational capacity of all PCCS students.

The funds will also be used to hire a consultant to oversee the implementation of these systems. The consultant is Keith Alpaugh, M.Ed. He is an administrator for Horizon Instructional Systems for five years.

C. Specific Grant Project Goals and Objectives

EDUCATIONAL CAPACITY

Student assessments and achievement of standards (per learning records) in an on-line central data base for parental and educator review and update.

Distance Learning program for High School Students.

Capability to analyze data of student growth and subsequently, school accountability.

Entrance admissions test to determine learning styles and intelligences.

On-line standardized testing for each student tied to the state standards.

On-line librarian.

Parental choice of school calendar classes teachers and curriculum.

BUSINESS CAPACITY

Resource purchasing program tied to student records and resource room inventory.

Student records and accounts accessibility on-line

Wide Area Network (WAN)

Local Area Network (LAN)

III

D. Self Assessment and Procedures For Monitoring Progress Towards Project Goals

The school supplies and hardware need to be purchased within two weeks after receiving grant funds. July 10, 1998 is the proposed date of procurement.

The training of the staff on the organizational “Profolio” system will take place in two stages. The first will occur in mid-July, 1998 when the system is purchased. The second will occur in early August as the student data and assessments are gathered and initiated.

Teacher and parent training will occur in three stages. The first training in PLS Learning Style Inventories will be in mid-August. The second will occur in November. The final training will help parents, students and the school assess progress and develop a strategy for improvement and PEP modifications.

The hardware, software and customized programming for the PCCS Web Site through which parents and Educational Coordinators will access the “Profolio”, will be operational by the end of July.

At this time, the PCCS start-up budget requires \$199,235. IF the school receives the full amount of the requested grant funds, the reminder of the start up costs can be covered by the revolving loan fund which our sponsoring District has agreed to support. Currently, PCCS is applying for another tax-secured loan based on ADA funding. If the school reaches projected enrollment, PCCS will pay off the state revolving loan by the end of the first school year. PCCS is also pursuing corporate and foundation grants. The executive director’s experience is primary in this endeavor.

The grant monies will flow directly to the sponsoring district and PCCS will work with the Superintendent and business manager in determining where the monies will be dispersed. For this administrative task, the District will receive 3% of the grant funds. The PCCS advisory board will also play a role in determining the needs of the school and in assessing the success of the grant implementation.

Prosser Creek Charter School Implementation Grant

Systems	\$15,000	1	Fund Accounting & Student Records System
Hardware			
	\$13,200	6	Desktop computers
	\$43,200	18	Teacher laptop computers
	\$12,500	4	Servers
	\$2,400	1	Soft router/CSU/DSU
	\$1,200		Lan wiring
	\$3,120		T1 Installation
	\$2,500	1	Terminal Server
	\$1,400	2	Switches
Software			
	\$1,100		Windows NT Server
	\$1,920	24	Windows95
	\$1,680	24	MS Office Pro
	\$1,200		Repair/Diagnostic Software
	\$1,000		LAN Management software
	\$500		Office Calander
	\$2,800		Edutest software/service
Consulting			
	\$6,000		Website design
	\$12,800		System design for assessment, student profiles, etc.
Office Equipment/furniture			
	\$500	1	Fax
	\$3,725	1	Office Laser Printer
	\$850	1	Color Printer
	\$1,450	1	Scanner
	\$790	1	Overhead projector
	\$5,200	1	LCD Projector
	\$250	1	Projection Screen
	\$1,800		Printing costs
	\$1,500		Sign
	\$800	2	desks
	\$800	4	chairs
	\$800	4	filing cabinets
	\$2,400	12	library shelves
Trainigs	\$9,600		teacher orientation
	\$6,900		Basic computer training
	\$7,800		Student Profile Software training
	\$8,000		Teacher/Parent Learning Styles training
Misc	\$2,000		Advertising in papers for students
	\$2,800		School brochure
	\$750		Site clean-up
	\$4,500		3% of grant to TTUSD for administration
	\$2,500		Non-Profit Incorporation
	\$10,000		Consultant for startup of Charter
Total	\$199,235		Total paid from \$150,000 grant and \$50,000 revolving loan fund

Prosser Creek Charter School Organizational Chart

